



This document is provided by the BRYCS Clearinghouse.

Raising Children in a New Country: A Toolkit for Working with Newcomer Parents

By

Susan Schmidt, MSW

For

Bridging Refugee Youth & Children's Services (BRYCS)

A joint project of:

United States Conference of Catholic Bishops/Migration and Refugee Services (USCCB/MRS)
3211 4th St., NE

Washington, DC 20017

and

Lutheran Immigration and Refugee Service (LIRS)
700 Light Street
Baltimore, MD 21230

September 2005
(Revised November 2005)



BRYCS is a joint project of Lutheran Immigration and Refugee Service (LIRS) and
the United States Conference of Catholic Bishops/Migration and Refugee Services (USCCB/MRS)

888.572.6500

info@brycs.org

www.brycs.org



Introduction

This Toolkit was developed in response to requests from the field – from refugee parents learning to raise children in a very new context as well as from service providers working to meet the needs of these newcomers and their communities. It represents months of research and reflects broad input by both refugee and mainstream service providers as well as by the staff of Bridging Refugee Youth & Children's Services (BRYCS). We trust that this Toolkit brings together the most useful resources available that have been created for or can be adapted to developing parenting services for newly arrived families. It is dedicated to the refugee families we serve, whose perseverance and love for their families inspire us all.

Acknowledgements

This publication, *Raising Children in a New Country: A Toolkit for Working with Refugee Parents*, was a collaborative effort. Lyn Morland, BRYCS' Program Officer at USCCB, conceived of, initiated, and led this project, which was developed in direct response to needs identified in the field through BRYCS' technical assistance. Laura Schmidt, BRYCS' Program Coordinator at LIRS, spoke to affiliated agencies concerning their needs in serving refugee parents in order to give guidance to the project. A number of professionals generously provided valuable advice and time to reviewing drafts of this toolkit. Special thanks are due to Jeannine K Chapelle, M.A.A., Prevention Supervisor, La Frontera Center, Inc.; Mary Kay Jou, M.S.W., Training Director, International Institute of New Jersey; Michael J. McKay, S.T.D., Director of Refugee Services, Catholic Charities, Diocese of San Diego; Ilze Earner, Assistant Professor, Hunter College School of Social Work and Director of the Immigrants and Child Welfare Project; Karol Kumpfer, Associate Professor, Health Promotion and Education, University of Utah, and developer of the Strengthening Families Program; and Armand DeFilippo, Outreach to New Americans, National Crime Prevention Council. Others who contributed their valuable time and advice include: Loren Bussert, Office of Refugee Resettlement; Kimberly Haynes, Migration and Refugee Services/US Conference of Catholic Bishops; Mia Thiam, Lutheran Immigration and Refugee Service; Katherine Pollock and Tom Kosel, Catholic Charities of St. Paul and Minneapolis; Jeanne Nizigiyimana, Catholic Social Services of Arizona; Mary Ann Schaefer, Catholic Charities Indianapolis; Vicki Rich, Lutheran Social Services of Northeast Florida, Inc.; Annette Semanchin and Annie Lewis, Family and Children's Service, Minneapolis; Diane Pecoraro, Minnesota Department of Education; Jane Kostelc, Parents as Teachers National Center; Linda Davich, Search Institute, Minneapolis; Chia Vang, Ramsey County Community Human Services; Dolores Mejia, County Refugee Coordinator, Orange County Social Services Agency; Laura Bercovitz, The Center, Resources for Teaching & Learning, IL; Bridget Brennan, The Cana Institute; Jennie Mollica, Lao Family Community Development Inc.; and Tatyana Fertelmeyster, Jewish Family & Community Service of Chicago.

Last but not least, we thank Sue Benjamin and the Office of Refugee Resettlement, which has made this publication possible through its support of the Bridging Refugee Youth and Children's Services program.

Contents

Introduction	1
Acknowledgements	1
Section 1: Overview	3
Parenting Support and Education with Refugee Families	3
Parenting Curricula	7
Section 2: Parenting Resources for Refugee Serving Agencies	9
Free Parenting Curricula	9
Fee-Based Parenting Curricula	13
Programs for Fathers	21
Marriage Enrichment Programs for Refugees	22
Additional Parenting Resources	24
Section 3: Program Development	34
Fundraising Resources for Parenting Programs	34
Evaluation Tools	35
Language Index	40

Bridging Refugee Youth and Children's Services (BRYCS), a joint project of Lutheran Immigration and Refugee Service (LIRS) and the United States Conference of Catholic Bishops (USCCB), provides national technical assistance to "bridge the gap" between public child welfare and other mainstream organizations, refugee serving agencies, and refugee communities. BRYCS' overarching goal is to strengthen the capacity of service organizations across the United States to ensure the successful development of refugee and newcomer children, youth, and families through targeted training, consultation, development of cutting-edge resources, and a web-based clearinghouse. Please visit <http://www.brycs.org> for more information.

BRYCS is supported by the Office of Refugee Resettlement, Administration for Children and Families, Department of Health and Human Services, Grant No. 90 RB 0018. Any views expressed in BRYCS' resources are those of the authors and do not necessarily represent views held by the Office of Refugee Resettlement.

Section 1: Overview

Parenting Support and Education with Refugee Families

Parents worldwide share a desire to give their children a better and safer future. For this reason, many refugee parents endure the difficulties of resettlement to a new country. However, resettlement can be a mixed blessing: opportunities like freedom, education and employment co-exist with the potential for intergenerational tension, family role changes and cultural conflicts.

The following quotes illustrate some of the challenges faced by refugees raising their children in the U.S.

My children no longer know much about our culture or language—they just want to be like their friends at school, and they do not study and do not respect their elders. We sacrificed so much to survive and escape our country, to give them a chance here, and now we are losing them...

My parents are so weird—they don't speak much English, they wear old clothes, and do not know how to do things in this culture. I have to translate and explain basic stuff to them. They don't understand the things I go through at school or what my life is like here—they act like we are still in Laos.

I love my son very much, and try to be patient and teach him to behave well. But there are times he just won't listen to me—in Somalia, I would hit him to let him know I'm serious, but they tell us that is not allowed here. I do not know what to do, and his behavior is getting out of control.

My daughter was so angry at me for not letting her go out with friends, even though it was 9:00 at night. So she called 911 and told the operator that I was beating her. When the police came, my wife and I were humiliated, even though they found we did not do anything wrong.¹

Challenges like these faced by refugee parents result from changes in the family's surroundings as well as changes in individual family members. Many refugees already know how to be good parents, but the context for their parenting actions has changed dramatically. This change in location affects things that are often taken for granted and may be difficult to identify as losses such as:

- **Social supports**, such as family and friends
- **Communal supports**, such as knowledge of how schools and child-minding arrangements typically work
- **Shared cultural values** regarding discipline, gender roles, deference to elders, and responsibilities to family.

¹ Morland, E.W. (2005). *BRYCS' February 2005 Spotlight: Developing Culturally Competent, Effective Parenting Programs*, <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=2835>.

The experiences of individual family members can also affect how refugees rear their children, whether knowingly or unknowingly:

- **Traumatic experiences** may lead to mental or physical health reactions
- **Learning a new language** may increase frustration and isolation while reducing job prospects; it may also create distance within families as children become more expressive in their new language than in their parents' native language
- **Role changes** may alter family dynamics, such as when wives become primary wage-earners or when children acclimate more quickly than their parents.

While many refugees arrive in the U.S. as experienced parents, some refugee families may need more support due to the loss of certain family members or the pressures brought on by resettlement to the U.S. Families with the following characteristics may particularly benefit from additional support:

- Single parents
- Pre-literate parents
- Elderly refugees caring for children or youth (such as grandparents caring for grandchildren)
- Families with adolescents
- Children separated from their parents and cared for by other adults.²

Parent support programs can often help refugee parents adapt to these changes, but not all parent support programming is automatically suited for refugee populations. Difficulties can emerge regarding:

- Language and literacy needs
- Conflicting cultural or religious values (regarding such topics as gender roles or discipline practices)
- Cultural attitudes toward seeking help (for example, that it is a sign of weakness or is shameful)
- Varied learning styles (verbal vs. written, hearing vs. experiential)
- Topics of interest to parents
- Work schedules, transportation and child care needs
- Rapport between facilitators and parent participants.

A parent educator from St. Paul, MN expresses the type of cultural discord that can occur when mainstream programming is used with diverse populations:

We work mainly with Hmong, Somali, and Hispanic families. It is challenging because not only do many of these families not speak English, they cannot read. We have found it helpful to hire home visitors from the various cultures because they can speak the language and they understand the customs. For example, we have to be careful in our use of rhymes and songs. We were singing the song Old MacDonald Had a Farm at a group meeting and noticed our Somali families were not participating. Our Somali home

² For more on the needs of separated refugee children, see the BRYCS report, *Separated Refugee Children in the United States: Challenges and Opportunities* (2004), <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=0856>.

visitor told us that in their culture dogs and pigs are considered unclean. We then worked with them to find more suitable songs.³

Cultural differences may also arise regarding more sensitive and significant parenting issues such as: breastfeeding; family sleeping arrangements; methods of discipline; friendship and dating practices for teenagers; and expected roles and responsibilities for family members. Authors of a parenting program designed for Southeast Asian families note that, “The key to successful bicultural parenting is to blend traditional family practices with the new environment.”⁴

An added complication in the development of appropriate parenting curricula is that many programs informally modify existing curricula, or develop their own unpublished curricula, making it difficult to replicate and evaluate creative programming ideas. This can lead to organizations “reinventing the wheel” rather than learning from another agency’s experience.

Through its extensive experience providing technical assistance concerning parent support programming, Bridging Refugee Youth and Children’s Services (BRYCS) has found that effective parenting programs with refugees tend to share the following characteristics:

- **Parents are involved in all program phases**, including planning, implementation, and evaluation.
- **Respected community leaders are engaged at the beginning of the project** to ensure it meets the needs of the community and to provide legitimacy to the effort.
- **Potential barriers to attendance are addressed**, such as transportation, location, time of day, child care, culturally-appropriate food (parents may bring food to share).
- **Programs exhibit culturally competent practice that starts “where the client is.”** Staff get to know and appreciate the refugees’ own approach to parenting, address the parents’ “felt needs,” and work diligently to be aware of their own biases. Lessons are linked to cultural beliefs and values.
- **Concrete and experiential methods are used** to teach about childrearing in the United States. Topics usually include local child protection laws, developing daily household routines, alternatives to physical punishment, and how to interact with the schools. Methods may include role plays, demonstrations, and “homework” assignments.
- **Parental authority is reinforced**, and parents are provided a supportive atmosphere where they can admit mistakes and try out new behaviors.
- **Programs focus on skills that strengthen the parent-child bond and decrease the “acculturation gap,”** (when children acculturate more quickly than parents, often causing increased conflict); examples include literacy and English as a Second Language (ESL) classes that parents and children attend together. This has the added benefit of meeting the concrete needs of parents, and helps build trust and increase engagement.⁵

³ Parents as Teachers National Center. (2005). *Month 35 Notes from the Field*. Born to Learn(TM) Curriculum Prenatal to 3 Years. St. Louis, MO: Parents as Teachers National Center.

⁴ From the website of *Helping Youth Succeed: Bicultural Parenting for Southeast Asian Families*, <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=0682>

⁵ Morland, E.W. (2005). *BRYCS’ February 2005 Spotlight: Developing Culturally Competent, Effective Parenting Programs*, <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=2835>.

Another significant factor in the effectiveness of parenting programs is the quality of the facilitator or trainer. Facilitators who share the language and culture of newcomer families are often very important. Other important characteristics for facilitators include:

- Good communication skills
- Warmth, genuineness, empathy
- Openness, willingness to share
- Sensitivity to family-group processes
- Dedication, care, concern
- Flexibility
- Humor
- Credibility
- Personal experience as a parent or with children
- Willingness to experiment
- Professionalism
- Informality.⁶

The BRYCS manual, *Strengthening Services for Refugee Families: Guidelines and Resources*, was developed through interaction with a variety of organizations serving refugee parents. The families served by these parenting programs for refugees differed according to a mixture of variables. These variables are listed below to help other service providers consider the characteristics of the families they will serve and to identify the most appropriate curriculum and programming to meet their parenting education goals.

- **Target population:** new arrivals, long-term residents, refugees and -or immigrants?
- **Ethnic group:** one ethnic group or mixed ethnic groups?
- **Age group:** parents of one age-developmental group or parents of mixed age-developmental groups (pre-school, elementary, adolescent)?
- **Caretaker status:** two-parent families, one-parent families, mothers or fathers, guardianship arrangements, grandparent caretakers?
- **Content:** ESL-literacy, acculturation, peer support, leadership development?
- **Type of services:** preventive services, therapeutic or referral services, support group services?⁷

In addition to identifying the refugee population to be served, the BRYCS parenting manual recommends the following considerations for agencies developing parenting support services:

- Clarify your **goals and the capacity** of your organization
- Research the **needs and resources** of your community
- Consider the **total context** of refugees' lives
- Recruit and train staff for **cultural competency**

⁶ This list is combined from: 1) Kumpfer, Karol. (April 1999). *Strengthening America's Families: Exemplary Parenting and Family Strategies for Delinquency Prevention*, p. 39, <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1488> and 2) BRYCS. (2003). *Strengthening Services for Refugee Parents: Guidelines and Resources*, p. I-9, <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=0616>.

⁷ BRYCS. (2003). *Strengthening Services for Refugee Parents: Guidelines and Resources*, p. I-8 and p. I-9, <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=0616>.

- **Collaborate** with established organizations
- Make **schools** essential partners
- Include **evaluation** from the beginning
- Prepare for **advocacy**
- Ensure **administrative support** for programs
- Include parenting of **adolescents**
- Work with local **refugee resettlement agencies.**⁸

Many American parenting programs take a behavior management approach to parenting education, emphasizing how parents should act to achieve a desired response from their children. While this type of program can be helpful to many parents, refugees often have an equally important need for basic information about parenting expectations and resources in the U.S. In a recent Lutheran Immigration and Refugee Service (LIRS) inquiry of its refugee resettlement affiliates, staff identified the following topics as particularly relevant for refugee parents:

- **Health, hygiene, nutrition** including healthcare, health insurance, appropriate seasonal dress, knowing about “junk food”, and how to shop for groceries in the U.S.
- **Discipline** including alternatives to physical discipline and understanding child welfare laws and systems in the U.S.
- **Supervision** including U.S. expectations regarding supervision, making child care arrangements, and how to screen TV and other media
- **Education** including how school systems work, school expectations of parents, and expected behavior in school
- **Safety issues** such as cleaning products, car seats, street safety, bicycle and helmet use
- **Teens/adolescents** including acculturation, peer expectations, and tensions between a family’s culture of origin and their new environment.⁹

Parenting Curricula

A number of parent education programs have developed materials for newcomer populations by either addressing cultural diversity issues as part of their general curriculum, or by tailoring their curriculum for particular ethnic groups. Some materials have been made available in other languages through official or unofficial translations.

This BRYCS Toolkit brings together these culturally responsive parenting resources in order to make them more easily accessible to agencies working with refugees. Inclusion in the list was determined by BRYCS, experts in the field, and refugee service providers based on their usefulness for developing parenting programs for refugees. These listings are not exhaustive, and BRYCS welcomes information about additional parenting resources for refugees (email BRYCS at: info@brycs.org). Materials that are available to the public at no cost have been reprinted in this Toolkit for your use. The resources are organized as follows:

⁸ A more detailed description of these considerations can be found in the BRYCS manual, *Strengthening Services for Refugee Families: Guidelines and Resources*, p. ES-2.

⁹ Schmidt, Laura A. (2005). *Focusing Intervention with Refugee Parents: A BRYCS Report Based on Responses from Resettlement Staff.*

- Parenting Resources for Refugee Serving Agencies
 - Free Parenting Curricula with copies included where possible
 - Fee-Based Parenting Curricula with web links for more information
 - Programs for Fathers
 - Marriage Enrichment Programs for Refugees
 - Additional Parenting Resources
- Program Development
 - Fundraising Resources for Parenting Programs
 - Evaluation Tools

In addition, the following parenting resources are available through the BRYCS website <http://www.brycs.org/>:

- Lists of resources for parents and parent educators
- BRYCS' parenting manual, *Strengthening Services for Refugee Families: Guidelines and Resources*
- BRYCS Spotlight articles
 - *Developing Culturally Competent, Effective Parenting Programs*, February 2005
 - *Home-Based Child Care for Refugee Parents in the United States*, December 2004
 - *Child Development: Challenges Across Cultures*, November 2004
 - *Helping Refugee Parents Adjust to Life in the U.S.*, February 2004

Parents of all backgrounds generally consider parenting their most important responsibility. The resources provided here can help refugee serving agencies to support parents in carrying out this vital duty in their new environment.

Section 2: Parenting Resources for Refugee Serving Agencies

Free Parenting Curricula

1 Title	How Can I Make My Family Even Stronger? Family Strengths Toolkit
Author / Distributor	Family & Children's Service; Minneapolis, MN (2003)
Website	http://www.thefamilypartnership.org/
How to get it	- Download a free copy in PDF format from the BRYCS Clearinghouse: http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1494 - Request a print copy by sending email to: rebecca.boesen@fcsmn.org
Language availability	Basic English
Approach	An attractive booklet designed to assist families in acknowledging, celebrating and supporting their family's strengths. This toolkit is based on input and feedback from 2,000 families who participated in the Minnesota Family Strengths Project. The booklet is written for families to use themselves.
Content	20 page booklet, focusing on nine core family strengths: <ul style="list-style-type: none">• Communication• Health (physical, mental, economic)• Time together• Spirituality• Support• Respect• Unity• Cultural traditions• Extended sense of family Each section includes: examples from the Minnesota Family Strengths Project of how families nurture a particular strength; a place for families to write down how a particular strength is demonstrated in their own family; an example of how particular families or traditions carry out a specific strength; and suggestions for increasing each strength.
Benefits	This project intentionally involved multi-ethnic families in the research population and includes examples from various refugee and immigrant groups. The toolkit is written in simple English and focuses on strengths rather than problems. The format lends itself to guiding discussions either within individual families or as a group activity among a number of families.
Limitations	This resource may need to be used in conjunction with other curricula in order to address concrete parenting or informational concerns of refugees, particularly for refugees who are more recent arrivals.

2 Title	Family Talk Time: A Curriculum for Refugee and Immigrant Parents
Author / Distributor	Refugee Women's Alliance; Seattle, WA (1992)
Website	http://www.rewa.org/
How to get it	Download a free copy in PDF format from: http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1300
Language availability	Basic English
Approach	This material was designed by a team of refugee mothers, refugee social service staff and parent educators to be used with refugee mothers interested in combining parent empowerment with learning English. The teaching techniques used include: student stories, problem posing, brainstorming, charts and grids, student-drawn pictures, journal writing and grammar activities. The materials are written for use by an instructor or facilitator.
Content	This 126 page curriculum is designed for an instructor or facilitator, with each of the five chapters divided into two or three lessons. Topics addressed include: <ul style="list-style-type: none"> • Raising children in the U.S. • Understanding American schools • Changing family roles in the U.S. • Taking care of yourself • Using community resources
Benefits	These materials combine the dual goals of increasing parent empowerment with improving English language skills. Since they are designed for an instructor or facilitator, they can be easily applied to a class or support group setting. Materials can be used with a multi-ethnic group.
Limitations	These materials assume that the reader is female, therefore they would need to be modified for use with couples or men. The emphasis on English language learning makes the materials suited for newer arrivals with limited English skills, rather than for refugees with stronger English language skills.

3 Title	Journey of Hope: Cultural Orientation for Refugee Women in the United States
Author / Distributor	U.S. Committee for Refugees and Immigrants; Washington, DC (no publication date)
Website	http://www.refugees.org/

How to get it	<ul style="list-style-type: none"> - Download a free copy of the Parenting module in PDF format from: http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1552 - Download a free copy of the Child Care module in PDF format from: http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1553
Language availability	Basic English
Approach	This 556 page guide is designed as a comprehensive orientation for refugee women who have recently arrived in the U.S. In addition to modules on parenting and child care, topics include: Applied Life Skills, Health & Wellness, Domestic Violence, and Public Benefits & Community Service. References and lists of resources are included. The materials are arranged by lesson and are written for use by an instructor or facilitator.
Content	The curriculum consists of 6 modules in total, of which parenting and child care are two modules. Module II (67 pages) addresses parenting with Series A addressing birth through age 12 including child development, child abuse and neglect, guidance vs. discipline, time out, and behavior management. Series B addresses adolescents including child development, parenting a bicultural teenager, handling problems, and building strong relationships. Module III (44 pages) addresses child care including the needs of children and the cost of care, licensed child care, visiting child care, and getting ready to go.
Benefits	Materials are comprehensive and designed for easy use by a facilitator. The Parenting module has separate sections for parents of younger children and parents of adolescents. The Child Care module addresses this complex topic in a thorough and helpful manner.
Limitations	These materials are specifically designed for women and would need to be modified for use with couples or men. Participants will need basic reading and writing skills in English, unless written exercises are translated into native languages.

4 Title	Limited English Proficient (LEP) Parent Involvement Project: A Guide for Connecting Immigrant Parents and Schools
Author / Distributor	Report by the Minnesota Department of Education; Roseville, MN (2001). Distributed by the Minnesota Literacy Council; St. Paul, MN.
Website	For current resources, please see: http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=2469
How to get it	<ul style="list-style-type: none"> - Request a print copy by phoning Cherie Eichinger at: (651) 582-8378 - Download a free copy of the User's Guide and six modules in PDF format from the BRYCS Clearinghouse: <ul style="list-style-type: none"> • User's Guide • Module 1 <i>Bridging Cultures</i> • Module 2 <i>Schools are Part of the Culture</i>

	<ul style="list-style-type: none"> • Module 3 <i>Parents are Teachers</i> • Module 4 <i>Discipline</i> • Module 5 <i>Life at School</i> • Module 6 <i>Families</i>
Language availability	Curriculum is available in English. Two videos were made to accompany the materials; the videos are available in: Amharic, English, Hmong, Russian, Somali and Spanish.
Approach	This material was developed as an adult education curriculum appropriate for ESL classes, community-based organizations and parent groups, with the goal of encouraging immigrant parents to be “active participants in their children’s learning.” These materials are written for use by an instructor or facilitator.
Content	<p>This 171 page curriculum is divided into six modules:</p> <ul style="list-style-type: none"> • Bridging Cultures • Schools Are Part of the Culture • Parents Are Teachers • Discipline • Life at School • Families <p>The materials also include a Users Guide with teaching tips for facilitators.</p>
Benefits	These materials can help newcomer parents to understand the U.S. school system, to feel more confident in being involved in their child’s educational experience, and to see themselves as an important teacher and role model for their children. While the materials primarily emphasize school engagement, they also deal with other topics such as discipline and family roles and values.
Limitations	The curriculum includes numerous reading and writing activities, which may be challenging for populations who are pre-literate or have very limited English skills. These materials have a few references to Minnesota, but these could be easily changed for use in other states.

5 Title		Parenting Teens for Cambodians: A Model Curriculum
Author / Distributor	By Julianne Duncan , Ph.D., originally produced for Harborview Medical Center, Community House Calls Program, Cambodian Girl's Group	
Website	http://www.brycs.org/	
How to get it	Available free in PDF format from the BRYCS Clearinghouse: http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=0982	
Language availability	English	
Approach	This curriculum was developed during a program in which Cambodian parents and their daughters talked with each other about issues and	

experiences. Staff observed their interactions and then researched the cultural backgrounds of Cambodian families. The materials are written for use by an instructor or facilitator.

Content	This 21 page curriculum addresses Cambodian culture, including childrearing practices, family values, and learning styles, and it integrates information about the U.S. legal and education systems and adolescent issues.
Benefits	The materials were developed with the input of Cambodian families and thus reflect Cambodian culture and the challenges of real Cambodian families. This curriculum is laid out in a simple, straight forward manner and may be useful as a model for agencies wishing to develop their own culturally-specific parenting curriculum.
Limitations	The materials are specific to Cambodian culture, though there may be similarities with other Southeast Asian cultures. The lesson plan for each class is very basic, thus facilitators will need to be comfortable "thinking on their feet" in order to lead suggested discussions, or they will need to write out discussion questions in advance.

Fee-Based Parenting Curricula

1	Title	Helping Youth Succeed: Bicultural Parenting for Southeast Asian Families
	Author / Distributor	Regents of the University of Minnesota; St. Paul, MN (2005)
	Website	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=0682
	How to get it	Order using a form on the website or by phoning the University of Minnesota Extension Service Distribution Center: 1-800-876-8636 toll free
	Cost	\$200 for the full curriculum, including video, 10 family stories and the facilitators guide. Items can also be purchased separately: \$60 for the video, \$15 for the Family Stories Booklet and \$85 for the Facilitator Guide.
	Language availability	The materials are bilingual and are available in Cambodian, English, Hmong, Laotian, Vietnamese
	Approach / Content	The curriculum targets families with adolescents, using a series of 24 stories to prompt discussion and problem solving with family support groups.
	Benefits	These materials were developed with input from Southeast Asian families for use with Southeast Asian families. The use of videotaped bilingual stories from real families makes the materials

engaging and easy to understand for parents with limited English or limited reading and writing ability. Facilitator training is not required.

Limitations	This curriculum is specifically designed for families with adolescents from four Southeast Asian cultures and may not resonate in the same way with families of other age groups or ethnic backgrounds.
--------------------	---

2	Title	Families and Schools Together (FAST)
Author / Distributor	Dr. Lynn McDonald, Wisconsin Center for Educational Research (WCER); Madison, WI	
Website	http://www.wcer.wisc.edu/fast/ or http://www.fastnational.org/	
How to get it	FAST participants must be trained by the FAST National Training and Evaluation Center	
Cost	On the http://www.fastnational.org/ website, a sample budget for the FAST Elementary School program was around \$20,000 including training and travel for 4 team members and the implementation of the program. A Substance Abuse and Mental Health Services Administration (SAMHSA) chart comparing model programs lists the costs as: \$3,900 for training (including technical assistance); \$1,000 for evaluation; from \$300-\$2,000 per family for implementation depending upon staffing. ¹⁰	
Language availability	- English, Hmong, Spanish - More information on the adaptation of FAST for use with the Hmong community is available at: http://www.wcer.wisc.edu/fast/who/Hmong.htm - More information on the adaptation of FAST for use with the Latino community is available at: http://www.wcer.wisc.edu/fast/who/who8.html	
Approach / Content	The FAST program is a SAMHSA Model Program designed for use with multifamily groups in order to develop protective factors for children and enable parents to be “the primary prevention agents for their own children.” Parents and children meet weekly for 8 weeks, for 2.5 hour sessions.	
Benefits	The FAST program has been used with Hmong and Latino families and a Spanish language FAST curriculum is in the process of being standardized.	
Limitations	This program focuses on elementary school aged children. It seems best suited for larger scale programs implemented at the school or community level.	

¹⁰ From the *SAMHSA Model Programs: At-A-Glance Matrix*, Substance Abuse and Mental Health Services Administration (SAMHSA), U.S. Department of Health and Human Services (HHS).

3	Title	Meld: Parenting that Works
	Author / Distributor	Meld; Minneapolis, MN [Note: Meld merged with Parents as Teachers in 2005]
	Website	http://www.parentsasteteachers.org/
	How to get it	<p>- http://www.parentsasteteachers.org/resources</p> <p>- View <i>Meld para la Nueva Familia</i>: http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=3414</p> <p>- Available free in PDF format from the BRYCS Clearinghouse:</p> <ul style="list-style-type: none"> • <i>Smart TV Viewing</i> http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1580 • <i>The Outdoors: Playing it Safe</i> http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1581 • <i>Childproofing Your Home</i> http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1582 • <i>Helping Your Child: Adjusting to a New School</i> http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1583 • <i>Working with Immigrant/Refugee Families: A Guide for Interested Organizations</i> http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=0373
	Cost	Varies by product
	Language availability	Primarily English; some materials also available in Spanish
	Approach / Content	<p>Meld produces a variety of parenting materials; some are available to anyone and some are limited to Meld affiliates. Meld has in the past used its Meld for Young Families curriculum with Hmong and East African groups in Minnesota, though no official translations of the materials are available.</p> <p>The Spanish-language <i>Meld Para La Nueva Familia</i> was developed for Latino families. It addresses childrearing and bilingual/bicultural concerns.</p> <p>The <i>Hands On Help For Parents</i> print masters are a series of handouts, available in both English and Spanish, addressing topics such as child development, discipline, health and safety, prenatal and newborn information, parent skills, legal issues and father-focused topics. The <i>Hands On Help For Parents</i> booklets are in simple English and address topics such as: <i>Smart TV Viewing</i> (Item # 4003E); <i>The Outdoors: Playing it Safe</i> (Item # 4011E); <i>Childproofing Your Home</i> (Item # 4012E); and <i>Helping Your Child: Adjusting to a New School</i> (Item # 4014E).</p>

Meld also produces a workbook titled *Working with Immigrant/Refugee Families: A Guide for Interested Organizations* (Item # 258). This workbook is designed to assist organizations that are considering serving refugees and immigrants. It can help staff and organizations assess their readiness and resources for serving newcomers.

Benefits	Meld produces a variety of products addressing common parenting issues. Many products are in simple English and may be appropriate for refugee families with limited English ability. The <i>Meld for Young Families</i> curriculum has been used with diverse populations.
Limitations	Many of the Meld products available to non-affiliated agencies are focused on families with newborns or young children. The <i>Hands on Help for Parents</i> handouts and booklets may be useful for adding specific topics to parenting programs, or in conjunction with other parenting materials.

4	Title	Nurturing Parenting
Author / Distributor	Stephen J. Bavolek, Ph.D., Family Development Resources, Inc. (FDR); Asheville, NC	
Website	http://www.nurturingparenting.com/	
How to get it	- Materials can be purchased through the website; trainings for facilitators and trainers also offered through the website. - Spanish materials can be ordered from: http://www.nurturingparenting.com/spanish/index.htm	
Cost	The complete program, with materials for 15 participants, is \$750.25 including manuals, resource materials, parenting videos, games, assessment and evaluation, instructional aids, and certificates. Items can also be purchased separately.	
Language availability	English, Spanish	
Approach / Content	A Nurturing Parenting program, written by and for Hmong families in the U.S., is available for Hmong parents of adolescents. Parent handbooks are in Hmong and adolescent handbooks are in English. A separate Nurturing Parenting program is available in Spanish for families with children ages birth-5, and another for ages 4-12. The <i>Adult-Adolescent Parenting Inventory</i> has also been translated and normed for Spanish speakers.	
	Nurturing Parenting programs emphasize the following:	
	• Feelings of attachment	

	<ul style="list-style-type: none"> • Empathy • Nurturing oneself • Gentle touch • Discipline • Expressing feelings • Expectations and self-worth
Benefits	This curriculum allows parents to feel empowered while also learning new parenting techniques. Topic areas focus on parenting but apply to other relationships as well. Nurturing Parenting has culturally specific materials for Hmong and Spanish speakers.
Limitations	These materials focus more on parenting behaviors and attitudes and may not answer some of the more informational needs of newly arriving refugees such as information about school systems, the child welfare system, safety issues, etc. The Hmong and Spanish materials are for specific age groups - adolescents, and newborn through middle school age, respectively.

5	Title	Parents as Educational Partners (PEP)
Author / Distributor	Adult Learning Resource Center; Des Plaines IL (1995)	
Website	http://www.thecenterweb.org/alrc/family-pep.html	
How to get it	Only available to those who complete a 2-day PEP workshop. Get information on future trainings by sending email to: cporter@thecenterweb.org . Download a free sample of the curriculum in PDF format from: www.thecenterweb.org/clearinghouse-resource.cfm?docnum=1561	
Cost	Training costs \$80 for Illinois residents; \$250 for residents of other states	
Language availability	Basic English	
Approach	The Parents as Educational Partners curriculum uses adult ESL instruction to convey information about the U.S. school system and strategies for parental involvement in their children's education. Improved English skills in turn foster greater parental involvement in schools. Designed for elementary and middle school age families, the program incorporates parent/child activities to support positive family interaction. The material builds on a family strengths model using the following instructional techniques: pictures for vocabulary development, language experience, content-based grammar lessons, reading passages, dialogues/role playing, problem posing.	
Approach / Content	The materials include seven instructional units: <ul style="list-style-type: none"> • The U.S. School System • Report Cards and Curricula • School Personnel and the School Day 	

- Study Skills and Homework
- School Procedures
- School Health Procedures
- Parent-Teacher Conferences

Benefits	These materials address parental engagement in children's education through the medium of ESL and family literacy. The materials have been field-tested and they incorporate an assessment system to document learning progress. They are combined with a 2-day training for staff implementing the program.
Limitations	This curriculum is designed for parents of students in grades Kindergarten through 8th Grade, thus it does not address concerns of parents with pre-school children or high school age youth. This program is best implemented in a single-school setting (requiring school cooperation), though it can be taught by a local community-based organization using the school as the teaching site. Due to the emphasis on the educational system, the program may need to be used in conjunction with other materials or topics to address a wider array of parenting concerns.

6	Title	Parents as Teachers (PAT) Born to Learn™ Curriculum Prenatal to 3 Years
	Author / Distributor	Parents as Teachers (PAT) National Center; St. Louis, MO [Note: Meld merged with Parents as Teachers in 2005] http://www.parentsastateachers.org/
	Website	
How to get it	Only available to those trained in the <i>Born to Learn</i> curriculum	
	Cost	The <i>Born to Learn</i> curriculum is \$295 and can only be purchased in conjunction with training; training can range from \$500-\$650 depending on the training site. Other curricula are available for purchase from the website without the training requirement.
	Language availability	English, Spanish
	Approach/ Content	PAT materials focus on families with children from prenatal to age five. By combining home visits, parent groups, childhood screenings and referrals, PAT programs provide parenting support while aiding in the early identification of health issues or developmental delays. The focus on pre-school age children helps ensure that children are school-ready by age 5.
		The <i>Born to Learn: Prenatal to 3 Years</i> curriculum was recently revised to include greater cultural sensitivity, including case examples from parents of varied ethnic backgrounds. The PAT approach incorporates parent support groups with home visitation.
	Benefits	
	Limitations	This material focuses on families with children under age 5 and will not be appropriate for families with school age children and

teenagers.

7	Title	Strengthening Families Program (SFP)
Author / Distributor	Karol Kumpfer, Ph.D., Department of Health Promotion and Education, University of Utah; Salt Lake City, UT	
Website	http://www.strengtheningfamiliesprogram.org/	
How to get it	Order materials from the University of Utah by phoning: (801) 581-8498 or faxing an order form available of the website at: http://www.strengtheningfamiliesprogram.org/docs/SFP_Order_Form_2011.pdf . SFP strongly recommends training for group facilitators, performed by LutraGroup. Contact LutraGroup by phoning: (801) 583-4601 or sending email to: hwhiteside@lutragroup.org . Initial training of up to 40 staff must be done by certified LutraGroup SFP trainers, then those trained can train other staff within the same agency.	
Cost	Training is \$3,500 for up to 40 participants; ¹¹ a master set of materials on CD-ROM is \$350 including the <i>Parents' Group Leader Manual</i> , <i>Children's Group Leader Manual</i> , <i>Family Group Leader Manual</i> , parents and children's handbooks or handouts, <i>SFP Implementation Manual</i> and evaluation instruments. Purchasing agencies receive a limited site license to make as many copies as needed for implementation within their agency.	
Language availability	English, Spanish; Russian (parent hand-outs only) An English version of the material was also modified for Hawaiian families and could be used with other Asian/Pacific Islander communities.	
Approach / Content	SFP is a 14-session, 2.5-hour weekly program, focused on parenting skills, children's life skills and family life skills. The program is research-based and designed for "high-risk" families, though it can also be used effectively with universal populations. The original program is for families with children ages 6-11; a 7-session program is available for ages 10-14; a program for ages 13-17 is available in English only; and a program for ages 3-5 is forthcoming.	
Benefits	This program is a child-family curriculum with coordinated lessons for parents and children. Families practice skills through role-play during sessions. SFP has a strong research emphasis and has been used internationally. Some research suggests that this program is very effective in substance abuse prevention, as well as improvement of child mental health and school performance.	
Limitations	This program involves written material and exercises and may work better with literate populations. This is a more staff-intensive program, since it involves educational components for both parents	

¹¹ Ibid.

and children. SFP encourages group leaders to culturally tailor exercises and stories to the cultural background of participants.

8	Title	Strengthening Multi-Ethnic Families (SMEF)
Author / Distributor	Dr. Marilyn Steele, Parenting Across Cultures; Los Angeles, CA	
Website	http://www.parentingacrosscultures.com/	
How to get it	Materials can only be purchased by agencies with trained facilitators. Training must be done by SMEF trainers.	
Cost	Training for individuals is approximately \$625 plus any travel, if needed; facilitator materials are \$150; parent manuals are \$18.	
Language availability	Facilitator materials are in English and Spanish. Parent materials are available in: Arabic, Bengali, Chinese, English, French, Hmong, Korean, Laotian, Russian, Samoan, Serbo-Croatian, Somali, Spanish, Vietnamese.	
Approach / Content	The SMEF program is a 13-week course, with weekly 2.5 hour sessions. The curriculum is designed for parents, though a separate children's guide has more recently been developed. The materials draw on a parent's own cultural values and traditions to address parenting through positive discipline practices. The curriculum also addresses: parental involvement in schools; how to access community resources; and how to recognize and prevent violence in families, schools and the community. The materials encourage conversation and role play.	
Benefits	These materials reinforce the cultural values and norms of families from diverse backgrounds, with translations of parent materials available in a wider array of languages than any other curriculum. The materials emphasize positive discipline practices, but also include other topics such as school engagement, community involvement and violence prevention.	
Limitations	This program was designed as a course for parents rather than as a parent/child course. A separate companion piece for children has been created, though it is not as extensive and integrated as some other curricula specifically designed as a parent/child program. Translated materials do not take the place of native-language facilitators, since some languages may not have an exact translation for certain concepts in the material.	

9	Title	Systematic Training for Effective Parenting (STEP)
Author / Distributor	The authors are Don Dinkmeyer, Sr.; Gary D. McKay; Don Dinkmeyer, Jr.; published by AGS Publishing; Circle Pines, MN (1997)	

Website	http://www.parentingeducation.com/
How to get it	The materials can be purchased from the publisher's Web site at: http://www.pearsonschool.com/?nGroupInfoID=a16200 . They can also be ordered by phoning: 1-800-328-2560 toll free or (651) 287-7220.
Cost	<i>STEP Complete Set with Videos</i> is \$411.99 including <i>Parent's Handbook</i> , <i>Leader's Resource Guide</i> , videocassettes and posters. The <i>STEP Participant's Handbook</i> is \$16.99 each and should be ordered separately for each participant. STEP workshops including materials are available and range in price from \$119.99 to \$199.99 per participant.
Language availability	English, Spanish
Approach / Content	Topics covered include: <ul style="list-style-type: none">• Understanding yourself and your child• Understanding beliefs and feelings• Encouraging your child and yourself• Listening and talking to your child• Helping children cooperate• Discipline that makes sense• Choosing your approach
Benefits	The STEP program presents everyday situations to which most parents can relate. This program combines a <i>Parent's Handbook</i> with video dramatizations (the Spanish-language video involves Spanish-speaking actors rather than subtitles or dubbing.) The body language conveyed through the video vignettes may make them a useful aid even for parents that do not speak English or Spanish. Facilitator training is not required.
Limitations	The <i>Parent's Handbook</i> may be wordy for new English learners, but the videos help compensate for this. These materials focus more on parenting behaviors and attitudes and may not answer some of the more informational needs of newly arriving refugees (such as information about school systems, the child welfare system, safety issues, etc.).

Programs for Fathers

While there are multicultural parenting curricula for both couples and mothers, we did not locate a multicultural parenting curricula focused on newcomer fathers. Some refugee fathers in the United States will be primary caregivers for their children due to the death of, or separation from, other family members. Some refugee fathers may desire more parental involvement, while others may benefit from a fathers' program to help them acclimate to the increased parenting role expected of fathers in the U.S.

One recent article (listed below) examined the parenting experiences of Southeast Asian fathers in the United States and found that most fathers wanted to be more involved with their children.

This study underscores the importance of including fathers in services for families and suggests that father-oriented and father-inclusive programming for refugees and immigrants warrants further research and implementation.

Listed below are several resources related to fathers.

Article

- **Southeast Asian Fathers' Experiences with Adolescents: Challenges and Change**, by Zha Blong Xiong and Daniel F. Detzner, University of Minnesota (2005)
Download a free copy in PDF format from:
<http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1501>

Mainstream Parenting Curricula Specifically for Fathers

- **Basic Fatherhood Training Curriculum**, by the National Family Preservation Network (\$50)
Purchase the materials at: <http://www.nfpn.org/fatherhood/>
- **Preparing for Successful Fathering** (\$400), **Bonding through Play** (\$129), and **Accepting the Challenges of Fatherhood** (\$400), by the Center for Successful Fathering Inc. All are available in English and Spanish.
Purchase the materials at: <http://www.fathering.org/Curricula.asp>
- **Quenching the Father Thirst**, by the National Center for Fathering. Curriculum can only be purchased after training; training costs approximately \$1,000 plus travel; handbooks are \$10-\$12 each depending on quantity ordered.
Purchase the materials at: <http://www.fathers.com/urban/qft00programs.htm>
- **The Nurturing Father's Program**, by Mark Perlman, M.A; the Center for Growth and Development, Inc. (\$545 for a group of 20 including 2 manuals) The curriculum is available in English and Spanish.
Purchase the materials at: <http://www.nurturingfathers.com/program.htm>
- **24/7 Dad**, by the National Fatherhood Initiative (\$375)
Purchase the materials at: <http://www.fatherhood.org/247dad.asp>

Websites

- **Fatherhood Initiative**, U.S. Department of Health and Human Services (HHS)
<http://fatherhood.hhs.gov/index.shtml>
- **Toolkit for Fatherhood**, U.S. Department of Health and Human Services (HHS)
<http://fatherhood.hhs.gov/fi-tools.shtml>

Marriage Enrichment Programs for Refugees

In 2003, the Office of Refugee Resettlement (ORR) began a Refugee Family Enrichment Program by funding local refugee serving agencies to provide specialized marriage enrichment

education for refugees. While the primary emphasis of this program is to strengthen refugee marriages, many programs also incorporate parenting issues.¹²

Listed below are the marriage enrichment programs used by the 45 agencies funded by ORR to provide family strengthening education. In many cases, a refugee serving agency began with an established curriculum and modified it to suit the needs of the particular refugee group being served. For example, at least five of the funded agencies report using a mix of curricula, and others report incorporating additional materials into the standardized curriculum.¹³

	Curriculum Name	Frequency of Use	Program Website
1	Power of Two ¹⁴	16 agencies	http://www.poweroftwo.org/
2	Prevention & Relationship Enhancement Program (PREP)	10 agencies	http://www.prepinc.com/
3	Family Wellness	9 agencies	http://www.familywellness.com/
4	Practical Application of Intimate Relationship Skills (PAIRS)	6 agencies	http://www.pairs.com/
5	Active Relationships	5 agencies	http://www.activerelationships.com/
6	Relationship Enhancement (RE)	3 agencies	http://www.nire.org/
7	Systematic Training for Effective Parenting (STEP)	1 agency	http://www.agsnet.com/Group.asp?nGroupInfoID=a16200 (For more information, see entry for STEP in the chart above)

¹² For more information on the Office of Refugee Resettlement (ORR) Healthy Marriage Grants, visit: <http://www.acf.hhs.gov/healthymarriage/funding/index.html>. For more information on the federal Healthy Marriage Initiative of the Administration for Children and Families (ACF), visit: <http://www.acf.hhs.gov/healthymarriage/>

¹³ The curricula used and the number of agencies funded are for Fiscal Year 2005. Data provided by Loren Bussert, Office of Refugee Resettlement (ORR), Administration for Children and Families (ACF), U.S. Department of Health and Human Services (HHS).

¹⁴ The Illinois Refugee Family Strengthening Project has created a manual for adapting the Power of Two program for refugee populations. For more information about this manual, contact Tatjana Fertelmeyster by phoning: (847) 392-8820 or sending an email to: tatyanafertelmeyster@jfcschicago.org

Additional Parenting Resources

1	Title	40 Developmental Assets
	Author / Distributor	Search Institute; Minneapolis, MN
	Website	http://www.search-institute.org/
	How to get it	<p>- Download free English lists of the “40 Developmental Assets” for various age groups in PDF format:</p> <ul style="list-style-type: none"> • <i>40 Developmental Assets for Qfants</i> • <i>40 Developmental Assets fo!Á[åå ʌ •</i> • <i>40 Developmental Assets for Üreschoolers</i> • <i>40 Developmental Assets for Early Childhood (ages 3-5)</i> • <i>40 Developmental Assets Grade K-3 (ages 5-9)</i> • <i>40 Developmental Assets for middle childhood (ages 8-12)</i> • <i>40 Developmental Assets for adolescents (ages 12-18)</i>
	Cost	Free
	Language availability	English, French, Spanish, Somali, etc.
	Content	The Search Institute is a non-profit organization promoting healthy children, youth and communities. Central to their approach is a research-based framework of “40 Developmental Assets” which are “positive experiences and personal qualities that young people need to grow up healthy, caring, and responsible.” The Search Institute website also lists a variety of resources for parents, built on the “40 Assets” model. Some publications are available in either French or Spanish.

2	Title	A Guide to Your Children's Schools: A Parent Handbook
	Author / Distributor	Adult Learner Resource Center; Des Plaines, IL. Funded by the Illinois State Board of Education.
	Website	http://www.isbe.net/bilingual/
	How to get it	Download a free copy in PDF format: http://www2.ed.gov/policy/ocr/clearinghouse/resource.cfm?docnum=1200
	Cost	Free
	Language availability	Arabic, Bosnian, English, Russian, Spanish, Vietnamese
	Content	<p>This 37 page booklet is written for parents and answers basic questions about the public school system. Topics addressed include:</p> <ul style="list-style-type: none"><li data-bbox="580 753 954 768">• The U.S. school system<li data-bbox="580 772 876 787">• Enrolling in school<li data-bbox="580 792 1147 806">• The school calendar and the school day<li data-bbox="580 811 851 825">• Getting to school<li data-bbox="580 830 876 844">• School procedures<li data-bbox="580 849 1044 861">• People who work in the schools<li data-bbox="580 868 928 880">• Instructional programs<li data-bbox="580 887 1147 899">• Parents' role in their children's education and learning<li data-bbox="580 903 838 918">• Adult education.

3	Title	Attachment Across Cultures Toolkit and Fact Sheets
	Author / Distributor	St. Joseph's Women's Health Centre and the Parkdale Parents' Primary Prevention Project; Toronto, Canada. Funded by Health Canada's National Projects Fund.
	Website	http://www.attachmentacrosscultures.org/
	How to get it	<ul style="list-style-type: none"> - The toolkit is available in both English and French.
		<ul style="list-style-type: none"> - Download a free copy in PDF format from the BRYCS Clearinghouse in English or French:
		http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1489
		<ul style="list-style-type: none"> - Download free fact sheets in a variety of languages in PDF format from: http://www.attachmentacrosscultures.org/resource/index.html
	Cost	Free

Language availability	- The toolkit is available in English and French. - In addition to the toolkit, a variety of fact sheets for new mothers are available on the Resource Centre page of the website in the following languages: Chinese, Somali, Spanish, Tamil, Urdu, Vietnamese.
Content	Nicely formatted, these materials address parenting through the universally important notion of attachment between parent and child and how culture and migration can impact attachment practices. Though the toolkit is written for human service workers, the fact sheets and handouts could also be used by parent educators to initiate group discussions with refugee parents, to affirm attachment practices from other cultures, and to help parents understand trauma and culture shock. The website's <i>Fact Sheets</i> for new parents could be a useful resource for work with refugee families giving birth to children in the U.S. The toolkit materials focus on families with children ages birth to five and require good English or French comprehension.

The 128 page toolkit is divided into five sections:

- Attachment Across Cultures
- Beliefs, Values and Practices
- Impact of Migration
- Maintaining Effective Practices
- Culturally Responsive Resources (these are located in Canada)

Each section includes many direct quotes from parents who participated in the research. Sections II and III include handouts that could be used with both service workers and newcomer clients, addressing:

- Breastfeeding and Attachment
- Breastfeeding, Culture and Attachment
- Carrying, Culture and Attachment
- Touch, Culture and Attachment
- Sleeping, Culture and Attachment
- Language Development
- Trauma
- Culture Shock

A worksheet for parents on "Attachment" is located at the very end of the toolkit.

The website also includes *Fact Sheets* for new parents, available in multiple languages on the following topics:

- Attachment
- Early Love
- Breast Engorgement
- Comfort Measures During Labor
- Mom's Body After Birth
- Newborn Babies Needs
- Newborn Babies "What People Worry About"
- What To Take To the Hospital

4	Title	Crime Prevention Brochures
Author / Distributor		National Crime Prevention Council (NCPC); Washington, DC
Website		http://www.ncpc.org/
How to get it		<ul style="list-style-type: none"> - A list of English brochures related to "Child Safety" available free in PDF format can be found at: http://www.ncpc.org/topics - Available free in PDF format from the BRYCS Clearinghouse: <ul style="list-style-type: none"> • <i>Alone in the House: A Guide for Parents</i> http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1524 • <i>Raising Streetwise Kids: A Parent's Guide</i> http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1525 • <i>Teen Dating Violence</i> http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1527 • <i>Cybersafety For Kids Online: A Parent's Guide</i> http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1528 • <i>The Smart Route to Bike Safety</i> http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1526 • <i>Don't Let Your Family Go Down the Tube: Use Television Wisely</i> http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1529 • <i>Making Schools Safer: 10 Things Caregivers Can Do</i> http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1530 • <i>Talking to Your Kids About Drugs</i> http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1531
Cost		Free
Language availability		English and Spanish
Content		<p>Some of the brochures available under both the "Child Safety" and "Spanish Language Reproducibles" lists include:</p> <ul style="list-style-type: none"> • <i>Solos en el Hogar: Una Guia para los Padres</i> (English brochure equivalent: <i>Alone in the House: A Guide for Parents</i>) • <i>Guia para Ayudar a los Padres a Criar Ninos Listos y Prudentes</i> (English brochure equivalent: <i>Raising Streetwise Kids: A Parent's Guide</i>) • <i>Diez Rutas Ingeniosas Hacia una Practica Segura del Ciclismo</i> (English brochure equivalent: <i>The Smart Route to Bike Safety</i>) • <i>Los Adolescentes que se Citan Con Violencia</i> (English brochure equivalent: <i>Teen Dating Violence</i>) <p>Other relevant pamphlets available only in English include:</p> <ul style="list-style-type: none"> • <i>Cybersafety For Kids Online: A Parent's Guide</i> • <i>Don't Let Your Family Go Down the Tube: Use Television Wisely</i> • <i>Making Schools Safer: 10 Things Caregivers Can Do</i> • <i>Talking to Your Kids About Drugs</i>

- *Talking to Your Children About Violence*

Pamphlets specifically designed for teenagers are available in English on topics such as: bullying, gangs, drinking, driving, dating, violence and crime. The list of English brochures available free in PDF format can be found at: <http://www.ncpc.org/topics>

5	Title	Info-U Briefs
	Author / Distributor	University of Minnesota Extension Service; St. Paul, MN
	Website	http://www.extension.umn.edu/topics.html?topic=3&subtopic=139#br&#8226;
	How to get it	View the Info-U Briefs free in HTML format at: http://www.extension.umn.edu/topics.html?topic=3&subtopic=139#br&#8226;
	Cost	Free
	Language availability	Bilingual information briefs available in Hmong, Spanish and Somali, along with English translations.
	Content	These simple information pages tackle sensitive parenting issues with helpful explanations and suggestions for parents. Listed below are some of the topics addressed, arranged by language: Hmong - <i>Working with Your Child's School</i> http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1533 - <i>Teens and Dating</i> http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1534 - <i>Peer Pressure and Risky Behaviors</i> http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1535 - <i>Dating and Relationship Violence</i> http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1536 Somali - <i>Breakfast Benefits</i> http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1537 - <i>Teens and Social Gatherings</i> http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1538 - <i>Thriving with Your Teen</i> http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1539 - <i>Prepare for College</i> http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1540 - <i>Teens – Tobacco, Alcohol and Khat</i>

<http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1541>
-*Grow with Your Teen*
<http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1542>
-*Truancy: Why It's Important To Go To School*
<http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1543>

Spanish
-*Adolescents and Alcohol*
<http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1544>
-*Childcare: What To Look For*
<http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1545>
-*Truancy: Why It's Important To Go To School*
<http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1546>
-*What To Do When a Child Misbehaves*
<http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1547>
-*Breastfeeding Your Baby*
<http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1548>
-*Teens and Parties*
<http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1549>
-*Teens – Tobacco Talk*
<http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1550>
-*Teens and Sex*
<http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1551>

6	Title	Involving Immigrant and Refugee Families in their Children's Schools: Barriers, Challenges and Successful Strategies
Author / Distributor	Adult Learner Resource Center; Des Plaines, IL; under the auspices of the Illinois State Board of Education and the Illinois Department of Human Services (2003)	
Website	http://www.isbe.net/bilingual/	
How to get it	Download a free copy in PDF format from: http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1209	
Cost	Free	
Language availability	English	
Content	This 13 page report describes barriers to parental school involvement for refugee and immigrant parents and successful strategies to increasing parental involvement in education. A list of relevant resource materials is included. This report is primarily written for public school educators, but it may also provide helpful advocacy ideas for agencies engaged in parent support activities with refugees.	

7	Title	Parenting in a Multicultural Society: Factsheet
	Author / Distributor	Government of Western Australia, Department for Community Development; Mount Lawley Western Australia
	Website	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1502
	How to get it	View the <i>Factsheet</i> free in HTML format at: http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1502
	Cost	Free
	Language availability	The website states that copies of this <i>Factsheet</i> are available in Arabic, Chinese, English, Farsi, Indonesian, Vietnamese by mailing: Parent Help Centre 28 Alvan Street, Mount Lawley Western Australia
	Content	This <i>Factsheet</i> , written for parents of other cultures raising children in Australia, briefly addresses the following topics: expectations; homesickness; teasing, bullying and racism; parent-teen conflict; common myths; and positive parenting. It is written for immigrants to Australia, but most of the issues addressed are also relevant in the United States.
8	Title	Parents. The Anti-Drug
	Author / Distributor	National Youth Anti-Drug Media Campaign; Rockville, MD
	Website	http://www.theantidrug.com/
	How to get it	View the information free in HTML format at: http://www.theantidrug.com/
	Cost	Information and downloads from the website are free
	Language availability	Chinese, English Filipino, Korean, Spanish, Vietnamese
	Content	This federally funded website provides basic information for parents and teens about drugs. There are separate websites in six different languages.
9	Title	Positive Discipline
	Author / Distributor	Regents of the University of Minnesota, and the Children's Hospitals and Clinics; Minneapolis-St. Paul, MN (1999)
	Website	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1500
	How to get it	- Order English Version. Other languages available for free download: http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1500

Language availability	English, Hmong, Somali, Spanish
Approach	This booklet addresses common parenting issues, organized around a child's age (birth to 9 months; 9 months to 2½ years; 2½ years to 5 years; 5 years to 9 years). The text presents common childhood behaviors and milestones, along with concrete "positive" discipline methods. It also includes sections on spanking (discouraging its usage), how to deal with anger, and the use of "time outs." The materials are written for use by parents themselves.
Content	This 52 page booklet addresses common parenting challenges with children from birth through elementary school age and suggests positive discipline means for dealing with those challenges. The resources listed are Minnesota-based, but local resources could be provided for use in other communities.

10	Title	Somali Family Strength: Working in the Communities
	Author / Distributor	Family & Children's Service; Minneapolis, MN
	Website	http://www.fcsmn.org/
	How to get it	- Download a free copy in PDF format from the BRYCSÃ© * @ ^ • ^ K http://www.brycs.org/clearinghouse-clearinghouse-resource.cfm?docnum=1505
	Cost	Free
	Language availability	English
	Content	A 12-page report on how Somali families define a "strong family," the challenges to a strong family caused by resettlement, and strategies for supporting family strength. The report identifies 12 core values for Somali families. This report grew out of the larger FCS Minnesota Family Strength Project.

11	Title	Two Languages Spoken Here
	Author / Distributor	Talaris Research Institute; Seattle, WA
	Website	http://www.talaris.org/
	How to get it	- View the information free in English in HTML format at: http://www.brycs.org/clearinghouse-clearinghouse-resource.cfm?docnum=1505
	Cost	Free

Language availability

- English, Spanish
- Other Spanish language materials are also available on this website, including other *Spotlight* articles, as well as their parenting tips pamphlets.

Content

This Spotlight article discusses parent questions and concerns for children growing up in bilingual households. Includes parenting tips to help children learn two languages.

12	Title	Understanding Cultural Parenting Values, Traditions and Practices
-----------	--------------	--

Author / Distributor

Nurturing Parenting, Family Development Resources, Inc. (FDR); Asheville, NC

Website

<http://www.nurturingparenting.com/>

How to get it

The book can be purchased from the publisher:
<http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=0305>

Cost

\$24.95

Language availability

English

Content

This book is written to assist those in the helping professions to better understand parents from other cultural backgrounds. Cultures addressed include: Mexican, Puerto Rican, Salvadoran, Hmong, Cambodian, Chinese, Korean, Japanese, Vietnamese, African American, Filipino, Hawaiian, Chilean, Laotian.

13	Title	Understanding the Laws on How You Can Discipline Your Child
-----------	--------------	--

Author / Distributor

Coalition for Asian-American Children and Families (CACF); New York, NY

Website

<http://www.cacf.org/>

How to get it

- Download the English and Hindi version in PDF format at: <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=0589>
- Request other languages by phoning: (212) 809-4675 to sending email to: cacf@cacf.org

Cost

Free

Language availability

Bengali, Chinese, English, Hindi, Korean, Urdu

Content

Using examples of discipline practices in various immigrant families, this simple six-page pamphlet introduces parents to how the U.S. child welfare system works and how parents can discipline their children in accordance with U.S. law and custom. The materials are written for a primarily Asian and New York City-based audience, though they may be relevant for other newcomer parents as well.

Section 3: Program Development

Fundraising Resources for Parenting Programs

Sufficient funding – essential to developing parenting programs for refugees – is often viewed as a barrier to serving refugee parents. However, fundraising can be accomplished in a number of ways and can also be seen as an important opportunity for expanding services to better meet families' needs. Following is a list of fundraising resources including the BRYCS six-part series on *Fundraising for Refugee Serving Agencies* as well as Internet and print resources.

Resources from BRYCS

- *Fundraising for Refugee Serving Agencies*
<http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1485>
Topics discussed in this six-part series include:
 - Introduction to Fundraising
 - Essential Elements of a Fundraising Plan
 - Foundations: Giving to Refugees and Immigrant Services
 - Proposals 101: How to Plan and Write a Proposal for Foundation Funding
 - Corporation and Community: Building on Benefits for Both
 - The Feedback Loop: Planning, Implementation, Evaluation & Donor Cultivation

Internet Resources

- Grantmakers Concerned with Immigrants and Refugees (GCIR) website
<http://www.gcir.org/>
- Channing-Bete website <http://www.channing-bete.com/fundinginformation/>
- Families and Schools Together website
<http://www.wcer.wisc.edu/fast/Grants/Sources.htm>
- Substance Abuse and Mental Health Services Administration (SAMHSA), part of the U.S. Department of Health and Human Services (HHS) website
<http://www.samhsa.gov/>
- Office of Refugee Resettlement (ORR), Administration for Children and Families (ACF), U.S. Department of Health and Human Services (HHS) website
<http://www.acf.hhs.gov/programs/orr/funding/index.htm>

Print Resources

- **Grants for Minorities 2004-2005**, by The Foundation Center; New York, NY (December 2004)
Availability: <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1097>
Description: This 515 page guide covers grants for scholarships, fellowships, research, education, museums and cultural agencies, social services, refugee and immigrant assistance, youth services, legal services, intergroup/race relations, and civil rights, including programs specifically benefiting blacks, Hispanics, Asian Americans, Native Americans, and other ethnic or racial minorities.

- **Building Villages to Raise Our Children: Funding and Resources**, by Juliette Fay and Jennifer Gilbert; published by Harvard Family Research Project; Cambridge, MA (1993)È

Availability: <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1348>

Description: This 71 page guide, Part 2 of a 6-volume guide, is designed to assist program managers in maintaining comprehensive family-support programs through creative funding. It stresses building a portfolio of resources to serve the families within the communities. It also examines the general principles of financing strategy, potential funding sources, tips on finding and maintaining funding sources, program marketing, and public relations. Three basic themes are presented. The first concerns community-based resources, i.e., it takes a village to raise a child and the commitment of that community to attract other funding sources and to make family support and education an integral, long-term strategy for addressing community needs and concerns. The second entails building block funding, which is the process of moving from one funding source to a diverse portfolio of sources by using the first source to attract others. It also deals with building a sustainable funding structure that involves moving away from short-term sources, like demonstration grants, toward longer-term sources, such as tax levies. The final theme deals with creativity or the need to use ingenuity and innovation to sustain the program's funding structure. Six case studies are provided that show what lessons were learned concerning their fundraising efforts. A resource list concludes the report. (Contains 34 references.)

Evaluation Tools

As noted in BRYCS' series on fundraising, evaluation is an important part of the program development cycle. Evaluation can seem challenging and even daunting to agencies and managers who may not be accustomed to doing it, or who may lack the tools and resources that make it easier to do. However, program evaluation often involves very simple measures that can become useful parts of an intervention (for example, giving a "quiz" on parenting at the beginning of a class that grabs parents' interest, then reflecting on how much parents have learned at the end of the class when they re-take the quiz).

Evaluating a program is a good idea for a number of reasons. Evaluations often address the following questions:

- How can we tell if we're making a difference in families' lives and in our community?
- How can we improve our program?
- How can we measure our success?

Implementing a successful program evaluation allows participants to give input about what works well and what could be improved. Evaluation can also help program managers to sustain a program by demonstrating its success, which makes a program much more marketable and attractive to potential funders.

Despite its obvious benefits, evaluation may be overlooked and is even referred to in one article as the “forgotten task.”¹⁵ This important activity can be accomplished in a variety of ways. The three most common types of evaluation are:

- **Process:** This type of evaluation determines whether a program has been implemented as planned and the overall amount and type of service provided. For example, a process evaluation might examine the number of parent support groups provided and the number of parent participants.
- **Outcomes:** This type of evaluation assesses the extent of individual or community change resulting from a particular program. For example, an evaluation of outcomes might involve a pre-test and post-test of parent knowledge regarding child safety issues, public school issues and expectations, or how parents would respond to certain discipline situations with their child.
- **Impact:** This type of evaluation is generally over a longer period of time in order to measure a program’s impact on the wider community. For example, an impact evaluation might examine the number of child protective service (CPS) interventions with refugee families over a five-year period or the high school graduation rate of refugee youth over a ten-year period.¹⁶

Listed below are several resources that can help in developing evaluation materials for a particular program.

Internet Resources

- **Laying the Foundation: Tips for Conducting Program Evaluations**, by Cheryl Hosley; published by Wilder Research and the Minnesota Office of Justice Programs; St. Paul MN (January 2005)
Availability: Available free in PDF format at:
<http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1503>
Description: This four-page article includes tips for designing and conducting practical and useful evaluations. Topics addressed include why to consider conducting a program evaluation and twelve steps to a solid evaluation. Future tip-sheets are planned on other topics related to evaluation.
- **Logic Models: What Are They and Why Would Anyone Except Spock Care?**, by Vince Hyman; Fieldstone Alliance’s *Tools You Can Use* e-newsletter (July 26, 2005)
Availability: Available free in HTML format at:
<http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1506>
Description: This short article describes what logic models are, their typical components and uses, and presents a logic model development tool to assist readers in creating logic models for their own programs.

¹⁵ National Clearinghouse for Alcohol and Drug Information (NCADI), SAMHSA/HHS. (May 17, 2000). *Evaluation: The Forgotten Task*.

¹⁶ This summary of different types of evaluation was adapted from the article, *Evaluation: Effective Prevention Practices to Use and Learn From*, satellite broadcast materials from the Community Anti-Drug Coalitions of America (June 20, 2002).

- **New Beginnings: A Guide to Designing Parenting Programs for Refugee and Immigrant Parents**, by Daniel R. Scheinfeld; published by International Catholic Child Bureau, Inc.; New York, NY (1993)

Availability: Available free in PDF format:

<http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=0106>

Description: This 162 page guide instructs social workers and others working with refugees and immigrants in the design of a parent education course, with special emphasis on those parents who are experiencing difficulties in relations with their children. Guidance is based on 3 parent education projects in Providence, Rhode Island; Tacoma, Washington; and the Bronx, New York. Although the projects' participants all were Cambodian, the results have broad applications to other immigrant and refugee groups. The manual contains: (1) information about the cultural background of Cambodian refugees in the United States; (2) details of each site's efforts to meet participants' needs, including goals of the course, major principles of the course design, and evaluation of the course; and (3) conclusions about the overall results of the projects and the design of future courses aimed at minimizing parent-child conflicts. The material also suggests that readers study the accounts of each project to determine how staff decided what to include in the course content, what skills were being imparted to project participants, what learning process would be most effective, and what major changes need to be made in each course.

- **Taking Stock: A Practical Guide to Evaluating Your Own Programs**, by Sally L. Bond, Sally E. Boyd, Kathleen A. Rapp, Jacqueline B. Raphael and Beverly A. Sizemore; published by Horizon Research, Inc.; Chapel Hill, NC (1997)

Availability: Available free in PDF format at:

<http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1334>

Description: This 97 page guide provides practical guidance to community-based organizations on evaluating and improving their programs. While the manual focuses on program evaluation conducted in-house by the community-based organization (CBO) staff, it also provides guidance on recognizing when the services of an external evaluator might be needed. CBO staff get information on: (1) understanding program evaluation basics, including the function of formative and summative evaluations; (2) framing the program evaluation in terms of needs being addressed, audience being targeted, and factors influencing program success; (3) defining goals and objectives, including choosing goals that are consistent with needs and selecting meaningful indicators and outcomes; (4) using quantitative and qualitative data that are both relevant to program objectives and convincing to program sponsors; (5) finding the evidence through various means, including direct program observation, interviews, and surveys; (6) interpreting and reporting the data as well as preparing an effective formal evaluation report; and (7) using the basic evaluation design to expand programs. A case study of an effective CBO program evaluation and samples of a final evaluation report, a proposal for program expansion, and an annual progress report give CBO staff real examples of how to apply the principles of program evaluation.

- **Toolkit: A User's Guide to Evaluation for National Service Programs**, by Project Star, Corporation for National Service; Burlingame, CA (no publication date)
Availability: Available free in PDF format at:
<http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1507>
Description: Designed as a step-by-step guide to developing evaluation measures for agencies participating in the National Service Programs (such as AmeriCorps). This toolkit is simple, straightforward and applicable to a wide variety of human service programs.

- **W.K. Kellogg Foundation Evaluation Handbook**, by the W.K. Kellogg Foundation; Battle Creek, MI (January 1998)
Availability: Available free in PDF format at:
<http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1332>
Description: This 116 page handbook provides a blueprint for designing and conducting program evaluations. Written primarily for project directors responsible for ongoing evaluation of W.K. Kellogg Foundation-funded projects, this handbook can be used with or without the assistance of an external evaluator. Part 1 presents an overview of Kellogg funding philosophy and expectations for evaluation; a summary of the essential characteristics of the Foundation's evaluation approach; a discussion of the importance of using evaluation to improve programs in the human services and education fields, and not just to prove that initiatives work; and an explanation of evaluation strategies at the project, cluster, and programming and policymaking levels. Part 2 focuses on project-level evaluation and its 3 components: context evaluation, implementation evaluation, and outcome evaluation. Staff also get guidance on such keys steps in the overall evaluation as: (1) preparing for the evaluation, including identifying stakeholders and establishing the evaluation team, developing evaluation questions and a budget, and selecting an evaluator; (2) designing and conducting the evaluation, including determining data-collection methods and collecting, analyzing, and interpreting the data; and (3) communicating findings and using results. By also reading case studies of Foundation grantees, project directors see real examples of ways in which evaluation can support projects.

Print Resources

- **Measuring Program Outcomes: A Practical Approach (manual)**, by United Way of America; Alexandria, VA (1996)
Availability: The book can be purchased from the publisher:
<http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=0304>
Description: This 170 page manual provides detailed guidance for professionals working in human services or youth-and-family-serving organizations in the measurement of outcomes, defined as the benefits or changes to an individual or populations as a result of participation in a given program. For example, a program in financial management could have as desired goals a family's ability to develop and live within a budget and to achieve increased financial stability. Chapters cover: (1) the basics of outcome measurement; (2) preliminaries to

outcome measurement, including assembling a work group, defining terms, limitations, and expectations, selecting a program, and developing a timeline; (3) steps in selecting outcomes to measure, including constructing a logical model; (4) indicators, or measurable characteristics that represent achievement, of an outcome; (5) identification of data sources and data collection methods; (6) instruments for tracking and collecting data as well as monitoring the measurement process; (7) data analysis and reporting; (8) how to improve an outcome measurement system; (9) internal and external use of outcomes findings; and (10) issues in developing data collection instruments and procedures, including record extraction forms, questionnaires, and trained observer ratings. The manual also contains numerous examples, sample forms, charts, and worksheets as well as a bibliography.

- **Measuring Program Outcomes: A Practical Approach Training Kit**, by United Way of America; Alexandria, VA (1996)

Availability: The resource can be purchased from the publisher:

<http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1262>

Description: "Supports hands-on training for health, human service, and youth-and family-serving organizations seeking to identify and measure their program's benefits for participants. The kit is based on the manual, Measuring Program Outcomes: A Practical Approach. Both the manual and the kit are products of United Way of America." - Publisher's description

Language Index

Amharic, 11
Arabic, 19, 24, 29

Bengali, 19, 32
Bosnian, 24

Chinese, 19, 25, 29, 32

English, 2, 3, 4, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32

Farsi, 29
Filipino, 29
French, 19, 23, 24, 25

Hindi, 32
Hmong, 3, 11, 12, 13, 14, 15, 16, 19, 27, 30

Indonesian, 29

Korean, 19, 29, 32

Laotian, 12, 19

Russian, 11, 18, 19, 24

Samoan, 19
Serbo-Croatian, 19
Somali, 3, 11, 19, 23, 25, 27, 30, 31
Spanish, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31

Tamil, 25

Urdu, 25, 32

Vietnamese, 12, 19, 24, 25, 29